

Numeracy

To know and use numbers

- Count in multiples of 2 to 9, 25, 50, 100 and 1000.

Fractions including decimals

- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- Compare and order unit fractions and fractions with the same denominators.
- Recognise and show, using diagrams, families of common equivalent fractions.
- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Add and subtract fractions with the same denominator within one whole.
- Solve problems involving increasingly harder fractions.
- Calculate quantities and fractions to divide quantities (including non-unit fractions where the answer is a whole number).
- Add and subtract fractions with the same denominator.
- Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- Solve simple measure and money problems involving fractions and decimals to two decimal places.

Reading

- Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).
- Read further exception words, noting the spellings.
- Draw inferences from reading.
- Predict from details stated and implied.
- Recall and summarise main ideas.
- Discuss words and phrases that capture the imagination.
- Identify recurring themes and elements of different stories (e.g. good triumphing over evil).
- Explain and discuss understanding of reading, maintaining focus on the topic.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Identify main ideas drawn from more than one paragraph and summarise these.
- Identify how language, structure and presentation contribute to meaning.
- Ask questions to improve understanding of a text.

The Lion, the Witch and the Wardrobe

Vocabulary, grammar and punctuation

- Use nouns for precision, e.g. burglar rather than man, bungalow rather than house.
- Identify, select and effectively use pronouns.
- Identify, select and use determiners
- Explore, identify and use Standard English verb inflections for writing.
- Create complex sentences with adverb starters.
- Use commas to mark clauses in complex sentences.
- Create sentences with fronted adverbials for when and where.
- Use inverted commas and other punctuation to indicate direct speech.
- Explore, identify, collect and use noun phrases.
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Planning

- Read and analyse narrative, non-fiction and poetry in order to plan their own versions.
- Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.
- Discuss and record ideas for planning e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.

Drafting and Writing

- Use paragraphs to organise writing in fiction and non-fiction texts.
- Use organisational devices in non-fiction writing.
- Plan and write an opening paragraph which combines setting and character/s.
- Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.
- Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.
- Link ideas across paragraphs using fronted adverbials for when and where.
- Generate and select from vocabulary banks.

Evaluating and Editing

- Proofread to check for errors in spelling, grammar and punctuation.
- Discuss and propose changes to own and others' writing with partners/small groups.
- Improve writing in light of evaluation.

Science

To work scientifically

- Ask relevant questions.
- Set up simple practical enquiries and comparative and fair tests.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.
- Identify differences, similarities or changes related to simple, scientific ideas and processes.
- Use straightforward, scientific evidence to answer questions or to support their findings.

To understand electrical circuits

- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognise some common conductors and insulators, and associate metals with being

French

- Read and understand the main points in short written texts.
- Write a few short sentences using familiar expressions.
- Write short phrases from memory with spelling that is readily understandable.
- Understand the main points from spoken passages.
- Ask others to repeat words or phrases if necessary.
- Ask and answer simple questions and talk about interests.
- Take part in discussions and tasks.
- Demonstrate a growing vocabulary.
- Describe with some interesting details some aspects of countries or communities where the language is spoken.

PE

Swimming

- Swim between 25 and 50 metres unaided.
- Use more than one stroke and coordinate breathing as appropriate for the stroke being used.
- Coordinate leg and arm movements.
- Swim at the surface and below the water.

History

- Use evidence to ask questions and find answers to questions about the past.
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Suggest causes and consequences of some of the main events and changes in history.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Place events, artefacts and historical figures on a time line using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.
- Use appropriate historical vocabulary to communicate

DT

- Create series and parallel circuits
- Design with purpose by identifying opportunities to design.
- Make products by working efficiently (such as by carefully selecting materials).
- Refine work and techniques as work progresses, continually evaluating the product design.

RE

- Present the key teachings and beliefs of a religion.
- Refer to religious figures and holy books to explain answers.
- Identify religious artefacts and explain how and why they are used.
- Describe religious buildings and explain how they are used.
- Explain some of the religious practices of both clerics and individuals.
- Show an understanding that personal experiences and feelings influence attitudes and actions.
- Ask questions that have no universally agreed answers.
- Explain how beliefs about right and wrong affect people's behaviour.
- Describe how some of the values held by communities or individuals affect behaviour and actions.

Computers

To collect

- Devise and construct databases using applications designed for this purpose in areas across the curriculum.